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ABSTRACT

In this report on a state-Federal program designed to help solve the problems of the migrant population in Accomack County, Virginia, it is estimated that, by early July of every year, almost 10,000 migrant adults and children establish temporary residence in the counties of Accomack and Northampton on Virginia's eastern shore. As noted, the program--which began in 1966 in the Accomack County Public Schools--served almost 500 children (migrant and disadvantaged nonmigrant) between the ages of 2 and 17 in the summer of 1970. Thus, there is flexibility in the instructional program for the 3 levels of children served (preschool, those ready for primary level, and older children who have been subjected to the basic skills), and nongrading and classroom instruction are geared to individual levels of learning. In the report, the objectives and a general discussion of program services are given, along with evaluative conclusions and recommendations. Photographs of children and personnel engaged in program activities are included, and statistics on student enrollment and program personnel conclude the document. (EL)

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"EIGHT WEEKS AT ACCOMACK"

A Report on The Migrant Education Program—Accomack County Public Schools—Accomac, Virginia—Summer 1970

RC005206

PREFACE

The Migrant Education Program in Virginia is a state program operated jointly with local school divisions. It is planned, administered, supervised, and evaluated cooperatively with the local school officials, including teachers and paraprofessional personnel.

Prior to 1969-70 the program was evaluated by the local director, head teacher, and teachers and aides, and was based on individual objectives and their own appraisal of the children's growth. Other criteria used were developed by the U.S. Office of Education. Each year local personnel made certain suggestions and/or recommendations for the improvement of the program based on the following:

1. What are the basic needs of the migrant children?
2. Are the objectives of the program appropriate to the needs of the migrant children?
3. Has the program helped the children mentally and physically?
4. What changes in attitude, interest, and social adjustment have resulted from the program?
5. What activity, techniques, and methods have proven most effective in attaining stated objectives?
6. What changes in academic performance have resulted from the program?

Enrollment statistics showed that migrant children come to Virginia from Florida, Texas, Georgia, South Carolina, Mississippi, Alabama, North Carolina, Arkansas, New Jersey, Missouri, New York, Pennsylvania, and Mexico. In light of this fact, it was obvious that a very flexible program was needed to meet the needs of these children.

At the suggestion of teachers in the migrant program, a team of educators was selected to review program objectives, observe teachers in action, discuss the program with children, crew leaders, and growers, and to make recommendations for improvements. The members of the evaluation team consisted of:

Miss Vasti DeLoatch
Elementary Supervisor
Richmond City Public Schools
Richmond, Virginia

Mr. Royce W. Chesser
Associate Professor
School of Education
College of William and Mary
Williamsburg, Virginia

Miss Grace M. Smith
Associate Professor Emeritus
(Special Education)
School of Education
College of William and Mary
Williamsburg, Virginia

The members of this committee were selected because of their knowledge in evaluating programs of this nature, their understanding of children who are culturally different, and their ability to work with and communicate with teachers and para-professional personnel. We are indebted to them for their untiring efforts in evaluating the program. Appreciation is also extended to Accomack County's administrative staff, teachers, teacher aides, and others who helped to make this evaluation a reality.

Philip B. Tankard,
Superintendent,
Accomack County Public Schools,
Accomac, Virginia
C. L. Conyers,
Asst. Supervisor,
Title I 89-10,
State Department of Education

Accomack County Public Schools
Migrant Education Program
P. L. 89-10 Title I
in Cooperation With
Virginia State Department of Education
December 1970

REPORT OF THE EVALUATION COMMITTEE
MIGRANT EDUCATION PROGRAM
ACCOMACK COUNTY, VIRGINIA
SUMMER 1970

FOREWORD

Since 1965 federal funds have been allocated to state agencies to help solve the critical problems of housing, health, and education that confront the migrant population of our nation. Such funding has made it possible for Accomack County to carry out a plan for the education of migrant children that is comprehensive and unique in scope and design.

The Accomack County summer program for children of migrant families serves the adjoining county of Northampton. Deprived children of the local areas who are non-migrant also are served.

This specially designed summer program of instruction, reinforced by educational services which are taken directly to the camp locations, seeks to fulfill the following purposes:

1. Provide continuity in the child's education
2. Assist the child in developing self-confidence to success
3. Motivate each child to develop his full potential
4. Promote good health and desirable health attitudes through a physical education improvement program and special medical services
5. Provide special language instruction for Spanish-speaking children
6. Stimulate a desire for regular school attendance
7. Provide essential food, clothing, and medical services

From a modest beginning in 1966 this federally funded education program sponsored by Accomack County Public Schools for children of migrant agricultural workers continues to expand. During the summer of 1970 almost 500 children between the ages of two and 17 were enrolled. Included among the total were approximately 200 children who had attended the program during preceding summers

PUPILS

Every spring as the rich flatlands of Virginia's Eastern Shore awake to the warmth of the sun, thousands of migrant farm workers begin their annual pilgrimage from Florida to Maine. Along farm roads and in small villages new faces mix with familiar ones. By early June the snatches of conversation heard in passing include the rhythmic sounds of the Spanish-speaking Mexican-American, the speech of the deep South, and the laughter and chatter of active children. When the peak of the crop harvest is reached in early July almost 10,000 adults and children have established temporary residence in the two counties on Virginia's Eastern Shore.

With each child comes a bit of his culture, his uniqueness, his Citizenship. The Mexican-Americans are strongly family-oriented and deeply religious. Family ties are usually close and emotional, drawing from cultural roots which predate the English settlement at Jamestown.

A different background characterizes the black Americans with their rich folk-lore, religious ties, arts and self-expression. Family life is often dominated by mothers and grandmothers. The immediate group may include relatives, friends, boarders and lodgers, as well as temporarily abandoned children. Infants are often cared for by small children.

Migrant children, representing many races and cultures, feel isolated from the main stream of

American society. With only limited opportunity to establish permanent ties the daily work routine and the family group, though often loosely structured, remain the greatest source of their security. The migrant child's life is different from that of the resident child, and these environmentally induced differences must be understood and respected.

What is a migrant child?
Creative and active—
Shy but responsive—
Quiet but aggressive—
Responsible but dependent—
Suspicious but appreciative—
Warm but aloof—
A world of fantasy but of stark reality—
A future of uncertainty but faced with optimism—
A land of abundance but evidence of malnutrition—
Wide-open spaces but no room for a bed—
A land of freedom but a life of confinement—
Rich in heritage but limited in material possessions—
Protective of family members but prone to habits of self-protection—
Tired from work or travel but eager to learn—

These children who move with the crops have had few advantages other than that of travel from state to state in obsolete vehicles. They have traveled everywhere but have lived nowhere. The nature of the vegetable harvests encourages members of the entire family, children included, to go to the fields to eke out a meager living.

The developers of the Accomack County program have analyzed the particular mode of living or the existing conditions which characterize deprivation. Children live in privation when:

They have too little food to meet the requirements for growth, health, and energy.

They have too little clothing or shelter to give them material protection from cold, rain, and other natural phenomena.

They lack access to sufficient medical care to prevent illness or to permit prompt recovery from illness and its debilitating effects.

They lack schooling and training for the actual conditions awaiting them at the end of childhood.

The conditions of their existence are at great variance with conditions held to be typical and desirable by the dominant culture.

The developers of the Accomack program also have recognized that certain attitudes and reactions are generated by poverty and deprivation. These include:

The feeling of alienation from society because of the lack of understanding of the complex world which surrounds them. Often there is a reluctance on the part of the poor to have contact with those on a more affluent level.

The deprived frequently feel "locked into pov-

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erty" by underlying economic processes. The continuation of this level of living breeds attitudes of defeatism which may lead to alcoholism, drugs, and delinquency.

Deprived children have a language of their own. It is a limited mode of speech filled with traditional word symbols which have meaning only to them.

The culture of the disadvantaged is in reality the substance of "a hidden curriculum", the environment, which has formulated beliefs, molded interests, established behaviors, and developed attitudes long before the child enrolls in school, if indeed he enrolls at all.

This varied array of factors to which the migrant child is exposed succeeds in forming an "outer shell" around him which may become, for a time, a barrier between him and those who teach him. Although their lives have changed little in the last century, migrant children must be provided the opportunity to choose another kind of life.

THE PROGRAM

Awareness of the conditions which foster deprivation and generate deviant attitudes has led the Accomack County School Board to conduct a program which intends to supply those physical, social, aesthetic, and academic entities which will hopefully counteract the deficits in the lives of the children concerned.

The instructional program is designed to be comprehensive, practical, and flexible. It is comprehensive because it includes children from nursery-school age through the high school level. Children of non-migratory families are included with those of migratory families; there is no segregation at anytime. They are together for meals, games, and all other intergroup activities. Schoolroom procedures are more practical than traditional; however, it has been somewhat difficult for a few instructors to discard some of their more conventional practices in teaching. Provisions have been made for flexibility, but there are those who feel that this feature of the program could and perhaps should be more extensive as growth in numbers and services continues.

The instructional objectives are in line with the purposes expressed in the Foreword of this report. Another way of stating some of the more basic objectives include the following:

1. Accept the child "as he is" and make a **positive** approach toward overcoming his deficiencies and developing his potentialities.
2. Work toward adequacy in the communicative skills.
3. Help each child to improve his self-image.
4. Develop basic social skills.
5. Emphasize the practice of good grooming.
6. Provide academic experiences which are practical, meaningful, and essential for living in the migrant as well as the non-migrant community.
7. Expand cultural experiences.

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8. Establish health and safety habits.
9. Motivate the desire to attend school.
10. Activate more effective measures toward continuity of a sequential procedure in the educational process from:
    one schoolroom to another
    one school to another
    one geographical region to another
11. Instill basic ideals of moral and ethical values.

The Organizational Pattern which has been designed for instructional purposes consists of three levels—

preschool;
level I;
level II.

The preschool level includes children from ages three through five. A few children slightly under three years of age have been admitted when situations favored their being in school. The preschool program is purely one of readiness.

Learning experiences contributing to language development, cognitive growth, and increased self-esteem are conducted through the media of toys, puzzles, games, stories, pictures, songs, dramatizations, audio-visual materials, and tangible objects.

Children on the preschool level are taught to use forks, knives, and spoons properly. In some instances attempts are made to provide a micro-home situation where the child acquires some knowledge of social skills so that he may learn how to perform in mixed social situations. Chair and table arrangements are provided to teach the children how to set a table; table manners also are stressed. All preschool-age children have considerable contact with one another and with their teacher.

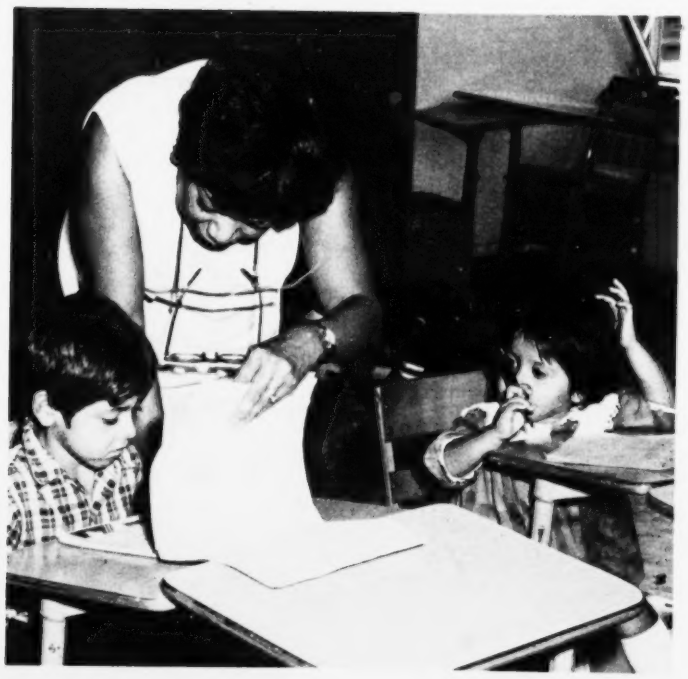
The teachers of preschool-age children provide a multitude of experiences for talk. They ask and answer questions, listen to stories, touch different fabrics, and examine various objects as a multi-sensory approach to cognitive development. Children are asked to describe new experiences orally.

Objects in preschool classrooms are labeled—"chair", "desk", "table", and so on. This assists in the process of incidental learning through association of objects with the printed word.

Simple, every-day health habits are begun with children of preschool age. Some learn to use indoor toilet facilities for the first time. Many have to be taught how to wash and dry their hands. The use of soap, washcloths, toothbrushes, toothpaste, and individual combs are among many of the daily routines followed so that such practices will become habitual.

Level I consists of children who are old enough to begin work on the primary level. The instructional activities on this level are an extension of readiness for many; yet there are those who are prepared to begin learning some of the basic skills.

Some teachers actually create situations which provide opportunities for the child to tell the teacher how he feels about himself and his environment. For example one teacher had her children play a wishing game. She allowed each child



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to express one wish—the one wish he would like fulfilled beyond all others. He could express his wish openly before the group or whisper in the teacher's ear. One little girl said, "I wish I had a bed." This brief statement reveals a number of things and some very secret feelings of a little girl who has no privacy and not even a bed to call her own.

Concepts are developed through audio-visual media, counting sticks, building blocks, animal forms, models, toys, puzzles, pictures, and other devices.

Talking, story-telling, tape recordings, and filmstrips are utilized to develop communicative skills. Children learn to recognize numbers and to count. They participate in rhythms and games for learning. Language art activities are very much in evidence. An abundance of picture story books, puppets, animal figures, experience charts, word-picture language cards, and other materials are used to assist in developing communicative skills. Language and speech improvement is practiced with immediacy.

These children are soon able to print their names, form letters, and arithmetical figures. They express feelings through rhythms, dancing, puppetry, and music, as well as through verbalization.

Level II is designed for older children who for the most part have been subjected to many of the basic skills. Some have mastered several skills; others need remedial instruction, particularly in the language arts.

It is difficult to properly assess the achievement level of many of these children because of their irregular attendance at school and the differences in programming which they have experienced for brief intervals in various states. The practice at Accomack is to determine their needs and then work toward meeting them in the most effective way possible during the seven weeks summer session.*

Classroom instruction is geared to individual levels of learning as far as basic skills in reading, writing, and arithmetic are concerned.

It is not easy to draw any distinct lines between methods, techniques, the nature of materials, and differences in approaches to instruction on levels I and II.

*The program extends for eight weeks, but the first week is given to teacher orientation, and the following seven weeks to pupil instruction. There is a merging of these two levels, based on individual differences and educational needs. Placement is primarily on the basis of age level. Therefore some persons in level II classes may still require the kind of instruction that is commonly prescribed for level I, or even kindergarten. The whole system is non-graded, so there are none of the usual problems associated with "passing" or "failing".

Equipment for all three levels is quite adequate. The classrooms are large, well lighted, and ventilated. The furniture is movable and appropriately sized for the children in each room. Sinks and toilet

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facilities are readily available. There are open shelves for storage and display purposes. Bulletin boards, easels, and display surfaces are used extensively. Many of the rooms have mirrors, disposable towels and tissues, as well as other articles conveniently located for the childrens' use. There are wastepaper baskets, staplers, tape, magic markers, and drying racks for cloths and clothing. Each room is supplied with mats which are spread on the floor for rest periods and sleeping.

The outside facilities are rather extensive and include a large playground area at both of the schools where the program is conducted. Sections of the grounds are equipped with the usual outdoor sea-saws, jungle gyms, merry-go-rounds, swings, slides, horizontal ladders, chinning bars, and other equipment.

There is an area covered with black-top which is usable for certain outdoor activities, especially when the ground is wet. Suitable and convenient parking areas are located nearby.

Materials and Supplies for all three levels are supplied in abundance. Among those most in evidence for the preschool level are:

Small toys representing childrens' interests in the world of things:

Cars, airplanes, boats, wagons, tractors, trains, etc.

Plastic or cardboard figures of various forms of animal life.

Pictures representing members of the family, dolls, miniature furniture for household play, small tables, chairs, and dishes.

Assorted floor play materials

Form boards and colored discs

Pegs and pegboards

Nested blocks

Large-size puzzles

Assorted pictures

Art supplies appropriate for preschool age

Record players

Tape recorders

Other useful supplies

Materials and Supplies for Levels I and II are both adequate and appropriate. Each room is supplied with learning kits, puzzles, dominoes, language arts instructional materials, paper, pencils, art media, toys, puppets, a record player, and a variety of books. The books are selected on the basis of high interest and simple vocabulary and are attractively illustrated.

The Library Facilities and Equipment are all that one might wish for. The supplementary needs of the classroom teachers and the children are served from the central library. Children select books and enjoy the objects on display. They touch and handle models and objects. They touch objects of vari-

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ous textures and design. The library is the center for additional audio-visual supplies such as projectors (overhead, opaque, movie, etc.) films, filmstrips, language kits, language masters, records for recording machines, and tape recorders.

Supplies are issued to classrooms through designated chairmen who are responsible for checking out and returning equipment to the library center. The issuing procedure in no way interferes with immediate services; it simply assures promptness in both delivery and return of valuable equipment and also provides a plan whereby a more even distribution of materials is made possible.

The librarians have considerable understanding of the nature and needs of the children involved in the program, and they exercise much leadership in the selection of materials. The instructional staff, works closely with the librarian in ordering supplies.

At the close of the summer session each child *in the program is given a book for his own use.* Often this is the only book many of them have ever possessed.

The Supportive Services of the regular classroom instructional program are varied and of inestimable value. Each in its own way helps to supply the children's needs and makes the teachers' task more profitable and enjoyable. The supportive services referred to are described only briefly; no attempt has been made to give a detailed account of their many merits.

A. **Health Services** are headed by a registered nurse and aides. Children are screened physically by a physician. Minor physical needs are supplied through the nurse's office. The nurse is successful in referring those cases requiring specialized attention to local physicians, ophthalmologists, and dentists. The costs are paid from project funds.

B. **Home-School Coordinators** open avenues for the enrollment of children, and serve as liaison personnel between the home, school, and community agencies.

The duties of the home-school coordinators (all of whom are men) involve home visitations, frequently at night, during weekends, and at other odd times in order to contact parents when they are not working.

The coordinators see that children have the clothing they need while they are enrolled in the summer program. The clothing is purchased through local merchants. This procedure overcomes the parent's complaint that the child does not have sufficient clothing to permit his attending school. New clothing is one way to increase the child's self-respect, and purchasing clothing through local merchants aids in school-community relationships.

C. **Special Consultative Services** greatly support the general instructional program. **The speech specialist, the reading specialist, and the bilingual specialists** are constantly working with individuals and small groups in a teachng and remedial program for those who require special help in each of these particular areas. More and more Mexican-

Americans are coming into the labor camps annually. Two bilingual specialists have been added to the staff, since many of the children from these families speak only Spanish.

The consultative specialists help the classroom teacher to achieve more gratifying results with a group with whom he works for only a seven-weeks period.

D. **Physical Education** personnel provide a valuable service for all children in the program. The program is based on the belief that well-developed physical and health stamina stimulates mental faculties. The physical education instructors reinforce many basic learnings in the classroom which are considered essential to the child's progress and achievement. They use exercises and games which assist in the development of coordination, laterality, the awareness of right and left and up and down, color identification, balance and other accomplishments.

E. **Art Instructors** attempt to supplement classroom procedures through activities which reinforce perceptual development. Children become more aware of color, concepts of depth and space, and structural forms. They become acquainted with various art media and their usefulness in expressing inner feelings and their own mental imagery.

F. **Music Instructors** supplement classroom instruction through the teaching of rhythms, marching, songs, singing games, simple flute and rhythm band instruments, and other activities. Much of the music instruction reinforces the differences between left and right, up and down movements, and differing tone qualities—a form of listening. Musical programs, which are arranged to include all children, assist in the development of self-confidence and group participation.

G. **The Counseling Service** is supportive in nature. This service is readily available to teachers, children, or parents who need direction and assistance. The counseling office also obtains records on migrant children who come from other school divisions. When no record is found, the counseling service initiates one to establish continuity and understanding for those who work with the child in a different community setting.

H. **Cosmetology Services** are a valuable asset in developing a child's personal pride and his ego. The majority of these children have need of personal grooming. A barber is employed to cut hair and a beautician, with the help of aides, has improvised facilities for washing, drying, and styling hair. Cream massages are used on dry skins. This service shows the child how it feels to be attractively groomed, adding to his self-assurance and enhancing the development of self-concept. This is all an important part of total personality growth.

I. **Food Service** is one of the most supportive of all these rendered for the physical, mental, and social welfare of the migrant children. The Accomack program supplies three free meals daily, each of which is adequate and nourishing. Children are allowed to eat all they want and to take fruit home with them at the close of the school day.

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Observation has proven that a hungry, undernourished child is in no condition to learn. Free meals counteract the deficiencies of meager cooking facilities and limited food supplies in the labor camps and encourage parents to send their children to school.

Field Trips are arranged at intervals for all in the summer program. These trips are planned to expand the child's social and cultural growth. The child sees first hand those scenes, enterprises, and projects which have never been a part of his childhood experiences. The Eastern Shore area is not rich in the kinds of places which are usually selected for field trips by preschool and primary age children, but there are opportunities for interesting and educational trips. Among places visited during the summer 1970 were Cape Charles Air Force Base, Chincoteague Island, Maryland State Park, "Jolly Roger" Amusement Park, Chesapeake Bay Bridge-Tunnel, and zoos.

Each field trip is preceded by preparatory activities. Discussions, pictures, movies, and other means are used to introduce the child to various facets of the observation to be made. In this way understandings are initiated and the child gains some readiness for the experiences which follow. The field trip itself provides opportunities for social and academic learnings. Simple arithmetic, reading, and language exercises as well as social practices are interwoven with the field trip activities.

Each field trip is followed by further classroom discussion and art activities to renew efforts toward improved organizational procedures.

The Grouping of Children for Instructional Purposes is based almost entirely upon chronological age level, which has its weaknesses as well as its merits. Placement by age level tends to enhance social interaction among the children, but it poses problems for teachers who find from three to five different ability levels among the children in the same instructional group. This problem is somewhat alleviated by allowing no more than fifteen children in the same classroom. The teacher also is given an aide to assist in regular classroom routines.

Rest Periods are a necessary part of the daily schedule at school, since the environment in labor camps is not conducive to undisturbed sleep. Many of the camp houses are close together and some complexes house several families. The close of the day's labors is the beginning of "fun time" for many of the adults. Some strum on guitars or banjos; a few sing. Talking is heard beyond the walls of the camp home and family quarrels and camp disturbances often excite the children. In addition to noise, the close quarters crowded with large families, insufficient bed space, and the lack of privacy interferes with sleep. Under such circumstances children come to school sleepy. A sleepy child is never forced to remain awake in the classroom. Since sleep is a requisite of physical growth and mental alertness, these children are allowed to stretch out on kinder mats placed on the floor every day after lunch. Many of them sleep from 1 to 3 p.m., probably the best undisturbed sleep they have during the 24- hour day.

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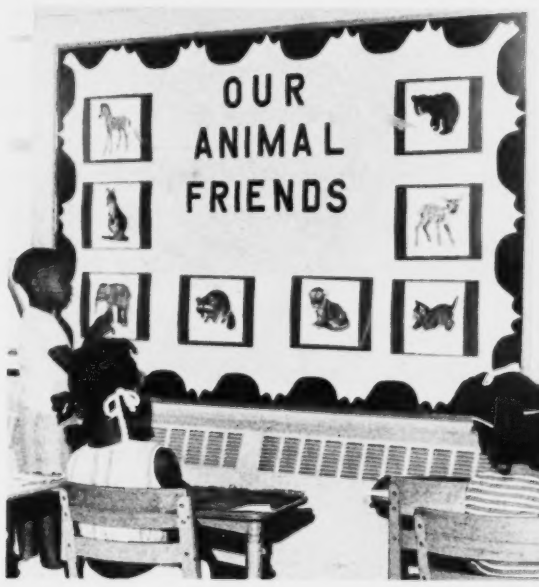
The Weekend Recreational Program for older teenagers is unique in nature. Many of the older children, 18 and under, are not in school during the week because the family needs their help in harvesting the crops. Those who wish come to one of the most centrally located schools. They receive free meals, see movies, and are persuaded to participate in one or more of the activities planned for their recreational and educational benefit. Two teachers are always present to assist with instructional needs. Games and sports are designed for their physical needs.

This program helps to bridge a gap between elementary and secondary instructional programming. The results so far have been very encouraging. Approximately 60-80 persons attend the weekend sessions and those who come and are pleased recruit others. This helps to eliminate boredom and the possibility of involvement in trouble.



Library Mobile Services are made available to families within the camps. The mobile unit shows educational as well as entertainment films. Books, slides and other educational supplies help the migrant families to enjoy what might otherwise be dull leisure moments.

Evaluation in a non-graded program such as that described in the foregoing pages relies heavily on teacher judgment. This means that evaluation is a highly subjective procedure.

The teachers create various means for evaluation. Some have evaluation charts listing the names of the children and the skills which they should achieve during the summer program. A system of checks under the designated skills indicates the nature of the child's academic advancement. Some teachers have notebooks or logs in which they make comment on each child's accomplishments or his lack of attainment.

Some achievement tests are administered, especially in the area of reading, but no particular emphasis is placed on this method of evaluation.

PERSONNEL

Never in our nation's history has there been a more urgent need to improve the total of our human resources. Migrant children, the nation's most disadvantaged and forgotten children, have not previously been provided with the special and individual attention they need to function in a democracy.

The staff of the Migrant Education Program in Accomack County is capable of executing a varied and flexible program designed to meet the challenges presented by these special children. Local residents, many of whom are experienced teachers, comprise approximately 99 percent of the staff.

At the vertex of the staff are two coordinators, one at the State level and one at the local level. The State coordinator designs and plans the migrant program. Local officials plan and implement the functional phases of the program.

Local involvement is strong. The local coordinator, an assistant superintendent, selects schools for centers and employs personnel. He also is involved in maintaining the centers and reporting problems and progress to representatives of the State Department of Education. Public agencies assist in discovering needs of the children. Personnel from the State Department of Education serve as consultants to the staff and participate in in-service training. The Virginia Council of Churches provides "Day Care Centers" for preschool children and some recreational activities in the migrant camps. The Department of Public Health provides clinics, nursing, sanitation supervision, and dental care.

Cooperation also exists among centers in other parts of the nation. Teaching materials are exchanged with centers in Florida and New York. Consultants from the New York Center of Migrant Education participate in local workshops for personnel.

State and local coordinators visit the centers frequently and are well known by the staff and the pupils.

The instructional staff includes a unique and diversified group of head teachers, classroom teachers, and resource and specialized personnel. Approximately 25 percent are male personnel. All are familiar with teaching in the rural setting. Approximately 80 percent have taught in migrant programs for at least three years. Four hold master's degrees. The majority are teachers with five or more years of experience; less than one percent are inexperienced teachers.

Each member of the instructional staff is certificated. Areas of certification include elementary edu-

cation, sociology, health and physical education, music, government, art, English, social studies, biology,and history.

A head teacher in each center manages and supervises the program. The majority of his time is spent in administration, which includes setting up schedules for utilization of supportive services, and solving problems related to operation of the center. He holds staff meetings, visits the classrooms, and assists with instruction.

The main thrust of the program is the classroom teacher. Teachers, assisted by teacher aides and supported by specialized personnel, operate a flexible instructional program for maximum achievement of the objectives. They perform a wide variety of duties which include:

Creating an environment conducive to maximum learning.
Organizing the physical environment for individualized instruction.
Assessing individual needs.
Setting up objectives based on needs.
Selecting and directing activities based on needs.
Evaluating continuously.
Planning daily instruction.
Planning for effective utilization of aides.
Screening the children for specialized services.
Keeping comprehensive records.
Visiting the camp.

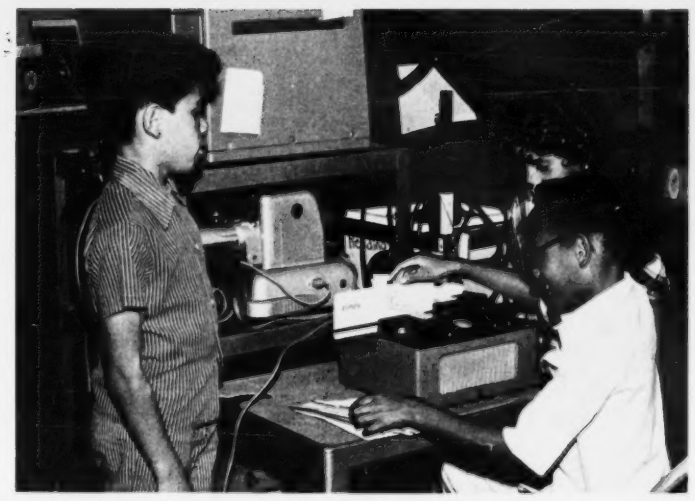
Many of the teachers are strongly committed to the goal of meeting individual needs. In several classroom situations teachers identify specific objectives for individual pupils and keep individual check lists of their performance.

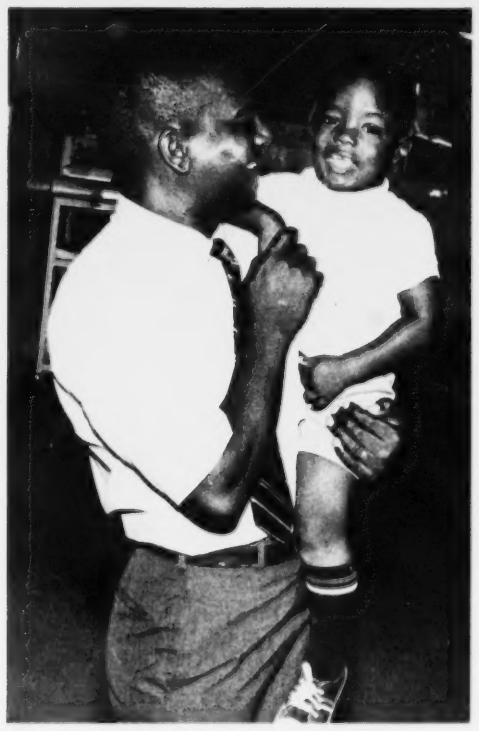
Many staff members go beyond the call of duty in assisting their children. They have visited the migrant camps and have taken the children to their homes for weekends. Understanding, compassion, and love are evident in their work. Transferring a child from one room to another was difficult after he had been in a room for more than two days. Even the parents are aware of the type of teachers in the program. One parent remarked, "We will only be here for one more week. Can't you keep the schools open? My children love to come."

Special teachers in art, music, and physical education serve the entire student body and staff. They plan school-wide programs and work with each class at least once a week. Cooperation between the teachers and special teachers it vital for smooth operation of the program.

Many teachers followup the work of the special teachers in their classrooms. One example is in the display of artwork in classrooms. School-wide programs involving the special teachers have been successful, as in music programs involving the student body.

When individual problems in reading and speech are beyond the reach of the classroom teacher, specialized personnel assist. The reading specialists





and speech therapists work with individuals and small groups of children who need individualized instruction. In some instances, conferences are held with classroom teachers who follow up the work of the specialists.

Individualized instruction is the key to successful achievement of the objectives. A total of 18 teacher aides are assigned to the staff. Eighty-seven percent of the aides are college students with two to four years of college training; one is a teacher with two years' experience; and two are substitute teachers. Over 50 percent have had experience working in similar migrant programs. Several were selected from the migrant camp. Their duties include:

1. Assisting with routine daily activities, especially cafeteria, restroom and shower-room supervision.
2. Fostering desirable eating habits.
3. Working with small groups or individuals to implement the teacher's plan
4. Preparing instructional materials as outlined by the teacher.

Among the responsibilities of the teacher aides is the typing and construction of booklets with children's stories of their experiences.

A wide variety of multi-sensory material is made available to teachers through the services of librarians and library aides. The library serves as a curriculum material center in each school. Librarians and library aides serve each center, scheduling classes for use of the center and making the area available for students and small groups to continue activities growing out of the classroom. Extensive collections of books are available for children to browse through and take home. The centers seem adequate to serve the schools.

A variety of supportive services are available to centers. Counselors test and advise students and work with transfer records. They provide the staff with information which may aid in understanding and working with children. Much of their time is involved in transferring information to comprehensive personnel records.

Health services are available for protecting, improving, and maintaining the health of the pupils. A registered nurse serves the two centers and handles the many health problems that arise throughout the day.

Psychological services are available to the centers on a limited basis. When there are extreme problems, a psychologist can be obtained.

Coordinating the school and the home is the responsibility of four home-school coordinators who employ good human relations. They visit the camps and the homes to recruit children and interpret the program to parents. They are well known and trusted by the children and their parents.

The coordinators, assisted by the nurses aides, take the children shopping for clothing and provide the staff with valuable information that helps them understand the children. Often they work on weekends in order to reach the parents. Throughout the program, coordinators work continuously to improve attendance.

A unique feature of the staff is a traveling librarian who provides programs in the migrant camp. He takes a well-equipped mobile library into the camps for children to check out books, view films and filmstrips, or select old magazines for their homes.

Non-instructional personnel assist indirectly in the implementation of the total program. The custodial staff keeps the centers clean, and cafeteria workers prepare balanced meals.

In staffing the centers, special attention is given to class size, which is kept low enough in each center to give the maximum amount of individualized attention to the children. Centers are staffed at the ratio one teacher per 16 children. The ratio is reduced to one teacher per 12 children when the specialized personnel are included. Class size ranged from eight to 23.

TEACHER PREPARATION

Improvement of teachers in their understanding of the migrant child and his environment and in their ability to work with the child is a necessity for maximum effectiveness of the program. Workshops for personnel of the migrant centers are designed to help the staff accomplish the objectives of the program. Training for the staff includes pre-service workshops as well as in-service and post-service conferences.

Training for the summer 1970 migrant program began early in the spring with the staff participating in a three-day regional conference on migrant education. The emphasis was on record keeping which is extremely important in a migrant program. The workshops included lectures and discussions in:

Interstate Uniform Transfer Record
School Data Information
General Instruction
Testing
Health Records
Planning and Implementing of Supportive Services

Exhibits of teaching materials are displayed to familiarize the staff with a wide variety of materials that can be used. "To Climb A Mountain", a film developed at the Accomack Centers, was shown and discussed.

A week before school began the staff participated in a five-day workshop designed to improve their skill in assessing needs and determining objectives and priorities for children who are culturally different. This workshop included training related to the various areas of instruction with emphasis on the organization for instruction.

A staff meeting is held each week throughout the program. Some practical materials including evaluation charts were developed with the help of consultants. These charts include a list of needs, objectives, learning experiences, and methods of evaluation that proved to be helpful to the teachers.

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EVALUATIVE CONCLUSIONS AND RECOMMENDATIONS

The Accomack program for migrant children has many merits, but there are facets of the program which should be, and will be, improved. Personnel actively involved in the program have both praise and constructive criticism to offer.

The success of the program was indicated primarily through subjective measurements. The use of objective measurement instruments was not considered to be practical with migrant pupils. This conclusion was reached because of the short duration of training and the fact that educators generally agree that traditional standardized testing materials are not appropriate measurement devices for the "quasi-bilingual" and culturally different student. Subjective evaluation indicated substantial strides in behavioral patterns and attitudes. Many pupils blossomed with improved self-images, greater self-assurance and self-confidence. An overall personality growth was evident.

An assessment of the more common problems leads to the conclusion that some of the most challenging and most difficult ones to solve are those that are attributable to conditions associated with the migratory families and their mode of living.

Other problems observed are not serious, but are situations which occur in any program of instruction which is new and which is evolving slowly.

Throughout the program strong emphasis is placed on creating learning situations which will enable migrant children to acquire a greater sense of personal adequacy which, in turn, fosters effective learning.

The increasing number of children who return from year to year has proven that the program is gaining the respect and confidence of pupils and parents. Home-school coordinators have indicated that in some instances parents have delayed their departure to allow their children to continue in the program.

RECOMMENDATIONS

1. More mature young people, ages 13-17, are expressing interest in technical-vocational study. Because the regular day school conflicts with working hours for older teenagers, special arrangements for evening classes should be considered.

2. The selection and purchase of clothing for pupils requires specialized skill. Appropriate clothing which is durable and attractive but easy to launder should be chosen. Clothing purchases

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should be coordinated under the supervision of one qualified by training and experience for this work.

3. Medical records indicate mild cases of malnutrition and anemia among children. It is recommended that food services in all schools be consolidated under the supervision of a competent, qualified dietitian. This should include the standardization of menus planned in advance to permit consolidated purchases and distribution of supplies and food.

4. Foods served frequently include items that are unfamiliar to children but essential to balanced nutrition. Teachers and aides should carefully supervise pupils during mealtime and use the opportunity to acquaint the children with all types of food served, and to teach wholesome habits.

5. Medical and dental service place heavy demands on the professional nursing staff. It is recommended that part-time secretarial assistance be made available to relieve the nurses of excessive administrative and clerical duties.

6. Bilingual instruction within a school should be placed under the direction of a master teacher or team leader who will coordinate and supervise this highly specialized instruction. All teachers and aides engaged in bilingual instruction should be responsible to the master teacher to assure consistency and continuity in the program.

7. Approximately 20 percent of the instructional staff is trained for upper elementary and high school instruction and there is an apparent lack of preparation for working at the primary grade level. Since the majority of the migrant pupils function at the primary level, special attention should be given to the selection of teachers with experience and training in this area.

8. In-service preparation should include special activities for beginning teachers. Workshops and seminars should be planned in which experienced teachers thoroughly acquaint the beginning teachers with the unique characteristics of the children they will be instructing.

9. After four years of productive involvement in programs for migrant children, teachers need spe-

cific curriculum guides and instructional coordination. It is recommended that the staff utilize in-service opportunities to develop curriculum guides for all levels and groupings of children. This would provide continuity not presently evident in the various instructional levels.

10. The selection, assignment, and placement of teachers, aides, and supporting personnel should give priority to the development of a functional, highly productive instructional team. Only qualified individuals should be employed, and continued employment should be based on thorough analysis and evaluation of previous performance.

11. Head teachers spend most of their time on administrative details that could be handled by a competent secretarial staff. Observations indicated that instructional activities seriously need greater coordination. Whenever an instructional team includes both professional and paraprofessional personnel the need increases for detailed coordination of services, schedules, materials and basic planning. The position of head teacher should be redesigned and filled by persons prepared to provide instructional leadership, or an instructional specialist should be employed to coordinate the work of all personnel in each center. This would permit better utilization of time and personnel.

12. The role of teacher aides has not been carefully defined. Some duplication of effort and ineffective utilization of personnel can be expected to occur when roles and duties are not clearly recognized. It is recommended that detailed planning for the work of teacher aides become a part of all pre-service meetings and subsequent in-service study. In some instances one aide can effectively serve two teachers.

13. The staff as a whole devotes only limited attention to formal evaluation of pupil progress. The growth and increasing effectiveness of any program of instruction result from continuous evaluation. It is recommended that the staff give serious consideration to developing specific and detailed objectives stated in behavorial terms for each instructional level or grouping within the program. These objectives will then become the criteria for evaluating both pupil growth and instructional effectiveness. From this evaluation, the program as a whole can be assessed, redesigned, and eventually strengthened.

14. Carefully planned staff meetings should be conducted on a regular basis to bring greater consistency to the instructional program. These meetings can be scheduled for early afternoon hours reserved for much needed pupil rest periods. Pupils can be supervised by the aides and teachers can use their time more effectively.

Statistical tables follow on next page.

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ENROLLMENT BY AGE
SUMMER 1970

AGE	BOYS	GIRLS	TOTAL
2	1	1	2
3	9	14	23
4	26	27	53
5	35	27	62
6	31	33	64
7	33	27	60
8	32	26	58
9	16	25	41
10	14	19	33
11	17	11	28
12	15	6	21
13	4	5	9
14	2	1	3
15	2	0	2
16	0	1	1
17	0	2	2
18	0	1	1
TOTALS	237	226	463

PERSONNEL EMPLOYED
IN
SUMMER MIGRANT PROGRAM

STAFF	NORTH ACCOMACK	SOUTH ACCOMACK	TOTAL
Head Teacher	1	1	2
Secretary	1	1	2
Classroom Teachers	9	9	18
Classroom Aides	9	9	18
Bilingual Teacher	0	2	2
Bilingual Aides	0	2	2
Art Teacher	1	1	2
Music Teacher	1	1	2
Physical Education	2	2	4
Reading Specialists	1	1	2
Librarian	1	1	2
Librarian Aides	1	1	2
Speech Therapist	½	½	1
Home/School Coordinator	1	3	4
Nurse	½	½	1
Nurse Aide	1	1	2
Traveling Librarian	½	½	1
Traveling Librarian Aide	½	½	1
Supervisor P. E. (Week-ends)	½	½	1
Physical Ed. Aide	1½	1½	3
Physical Ed. Teacher (Weekend)	½	½	1
TOTALS	33½	39½	73